

## LOCALLY DEVELOPED COURSE OUTLINE

Film and Media Art15-3

Film and Media Art15-5

Film and Media Art25-3

Film and Media Art25-5

Film and Media Art35-3

Film and Media Art35-5

Submitted By:

**Chinook's Edge School Division No. 73**

Submitted On:

**May. 3, 2017**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
15-5	125.00	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
25-3	62.50	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
25-5	125.00	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
35-3	62.50	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12
35-5	125.00	05/03/2017	08/31/2021	Acquired	Authorization	G10 G11 G12

## Acknowledgment

## Course Description

Film & Media Art is the exploration of film and media art as an artistic form of expression. This course may be paired with Career and Technology Studies, Drama as well as English Language Arts to provide innovative and unique ways for students to engage in the study of this art form as well as the technological and literary aspects of the medium. The literary and storytelling aspects of film cross over with Language Arts and the technological skills fall within CTS, while Film & Media Art, as a course, is the artistic link that examines the medium as a form of expression.

This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. To achieve the learning outcomes, students will respond to the guiding questions through creative practice.

Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice. Flexibility in choice and design allows teachers and students to create avenues of study that meet the personalized needs of each student.

It is recommended that students take these courses in the following sequence:

Film & Media Art 15 – None

Film & Media Art 25 – Recommended Film & Media Art 15

Film & Media Art 35 – Recommended Film & Media Art 25

To view the specific outcomes in a sequence which includes “guiding questions”, download the attachment from the Student Assessment section of the LDCOMS.

## **Course Prerequisite**

15 Level | None

25 Level | Film and Media Art 15 OR Demonstrate disciplinary knowledge and creative capacity

35 Level | Film and Media Art 25 OR Demonstrate disciplinary knowledge and creative capacity

# Philosophy

Film and media art are highly visible in contemporary culture. The purpose of Film & Media Art is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film & Media Art creates the environment through which students engage with and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities, and society.

The overarching purpose of the Fine Arts is to promote the competencies of creativity and innovation with the aim of living a creative life. Through an artistic lens, students' way of living in the world is fostered through competency-based learning and the cultivation of an adaptive, curious, open, and exploratory approach to life. The personalized, participatory approach fosters an impulse to try, to build, to create, to experiment, to take risks and to be part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in art making and encounters with art and artists in a studio environment. Through active art making and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed.

Engaging in art making means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. In the context of Film & Media Art, art making includes a range of activities which could include film making, filming scenes, experimenting with cameras, story-boarding, story writing, and critiquing. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in art making and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the studio environment of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their creative practice, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

## **Rationale**

Film & Media Art offers the opportunity to engage with the artistic aspects of the film medium. Media art is a significant contemporary and historical art form and the Film & Media Art course creates the environment in which students engage with the medium. Film can encompass narrative, technical and artistic elements; therefore this course is designed as the artistic bridge to connect the literary elements within Language Arts and the technological elements within Career and Technology studies.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning within a studio environment, students engage in authentic artistic practice, creation alongside other artists, and become members of an artistic community.

# Learner Outcomes

**To view the general and specific outcomes in a sequence which includes “guiding questions”, download the attachment from the Student Assessment section of the LDCOMS.**

**The outcomes in Film & Media Art are structured to respond to the call of living a creative life and the development of technical competency as well as creative capacity through engagement in the authentic creative practice of filmmakers and media artists. The essence of creative practice is active, open, process-based learning. The Film & Media Art course requires students to be more than passive viewers or consumers of film and media arts. Students must actively engage in a studio practice with film and media arts. This can be accomplished through a wide variety of roles required to create a film: director, writer, concept artist, editor, director of photography, designer, and critic, just to list a few. Because of the wide range of roles involved in creating films and the flexible structure of the learning outcomes, schools have the ability to tailor this course to respond to student interests, school resources and teacher expertise.**

**Building towards students developing authentic creative practice in film and media arts, the specific outcomes for this course include guiding questions for investigation by students. The action-based outcomes are supported by a continuum of learning that describes what students are able to do at each grade level in relation to the general outcomes. Using the continuum of learning, teachers will design unique learning opportunities and expectations that respond to students as individuals and the learning context.**

General Outcome

1 | Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory

3 Credit – 62.5 hours

- Create short format film and media arts experiences

- Demonstrate the skills of research, planning and production separately without creation and production

5 Credit – 125 hours

- Create medium and long format film and media arts experiences that connect multiple elements of research, planning and production

2 |The student will respond to and investigate a wide range of films and media arts

3 Credit – 62.5 hours

- Study films and media arts experiences from more than one time period, country, style or genre

- Study of film will focus on short films and excerpts from feature films

5 Credit – 125 hours

- Study films and media arts experiences from more than one time period, country, style or genre

- Study of film will focus on short films and full length feature films

3 |The student will collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline

3 Credit – 62.5 hours

- Collaborate on research, planning and creation of short format film and media arts projects in small creative teams

- Engage in at least 2 filmmaking roles leading up to preparation for a multi-stage production

5 Credit – 125 hours

- Collaborate on research, planning and creation of medium and long format film and media arts projects in large creative teams
- Engage in at least 3 filmmaking roles during a multi-stage production

## **General Outcomes**

- 1 Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory**
- 2 Respond to and investigate a wide range of films and media arts**
- 3 Collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline**

## Specific Learner Outcomes

<b>1 Create films and media arts experiences for the purposes of building technical proficiency, a sense of personal identity as an artist, expression and understanding disciplinary theory</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
1.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.5 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
1.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

<b>2 Respond to and investigate a wide range of films and media arts</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
2.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

2.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.5 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
2.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

<b>3 Collaborate with creative teams to learn the roles, language, techniques, and culture of the film industry and media arts discipline</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
3.1 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.2 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.3 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
3.4 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X
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3.6 for a detailed listing of the specific outcomes, please review the course outline attached under Student Assessment in the LDCOMS	X

# Facilities or Equipment

## Facility

A standard high school school classroom is suitable for the implementation of this course.

### Facilities:

## Equipment

A classroom with a screen and projector, as well as access to a computer and the internet, would be beneficial for the implementation of this course, but are not required. The following equipment is suggested to enhance the implementation of this course, but is not required:

- video cameras
- cameras
- sound system / microphone
- lighting system
- video editing software

# Learning Resources

There are no specific or required learning resources for this course. The following list provides teacher resources which will support student learning:

Barsam, Richard: *Looking At Movies, 3rd Edition: An Introduction to Film*; WW Norton Inc. 2009.

Begleiter, Marcie: *From Word to Image – 2nd Edition: Storyboarding and the Filmmaking Process*; Michael Wiese Productions, 2010.

Bordwell, David & Thompson, Kristin: *Film Art, 9th Edition – An Introduction*; McGraw-Hill Education. 2009.

Cousins, Mark: *The Story of Film*; Thunder's Mouth Press, New York, 2004.

Sonnenschein, David: *Sound Design, The Expressive Power of Music - Voice, and Sound Effects in Cinema*; Michael Wiese Productions, 2001.

Tibbetts, John C. & Welsh, James: *Novels Into*

## Others

### Sensitive and Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed with school administration prior to coverage in class.

Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's *Edge Policy 2-09 Teaching About Controversial Issues*.

## **Migration Strategies**

### **Safety Components**

All Chinook's Edge health and safety procedures will be followed as per regular classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health & Safety*.

If students are taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

## **Migration Strategies**

## Significant Overlap with Provincial Curriculum

While there is some overlap with CTS film/media courses, due to the courses working with the same medium, Film & Media Arts has a focus on the creative, expressive and artistic functions of film and media arts, not the technical/production side which is at the core of the CTS film/media courses. Film & Media Arts has considered the CTS film/media outcomes and has been designed to align and offer an extension or complement to CTS programming.

### **Courses with overlap**

#### **Identified Overlap**

##### **Rationale**

COM 1015: Media

Impact of media, one being film, and fundamental skills in relaying a message

Media impact is only one small component of a single-credit course. Film & Media Art provides a much more robust study of this topic

COM 1105: Audio/Video

Fundamental technical skills in using film equipment

COM 1105 is only a single-credit, which does not provide opportunity for depth of practice.

Also, this course does not address the creative intent behind film

COM 2015: Media Impact

Impact of media to communicate a message

COM 2015 addresses a much broader context of media, from radio to web. Film & Media Art focuses on the impact of only the one media form

COM 2105: AV Preproduction 1

Elements of preproduction for film

COM 2105 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 2115 AV Production 1

Elements of film production

COM 2115 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 2125 AV Postproduction 1

Elements of film postproduction

COM 2125 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3105: AV Preproduction 2

Elements of preproduction for film

COM 3105 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3115 AV Production 2

Elements of film production

COM 3115 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

COM 3125 AV Postproduction 2

Elements of film postproduction

COM 3125 is purely a technical course and does not cover how creativity and artistic intent or processes are part of filmmaking. The focus of Film & Media Art is the creative aspects of the medium

# Assessment

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards.

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for

summative evaluation

- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final report. Edmonton, Canada:

## **Course Evaluation and Monitoring**

The Associate Superintendent Learning Services, in collaboration with the school Principal, will evaluate and monitor this course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise course implementation at the school level.

Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

## **Appendix I**

1 film-media-art-CBE.pdf

## **Appendix II**

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